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ABSTRACT

This ninth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with care of home, equipment, and possessions. Focus is on encouraging students to accept the importance of the clients' values and feeling when making decisions about care of possessions and homes. Basic skills are reviewed, but special emphasis is placed on chores that persons with special needs must have done for them. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203110

Family and Community Services

MODULE IX

CARE OF HOME, EQUIPMENT AND POSSESSIONS

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-Making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services
MODULE IX - Care of Home, Equipment and Possessions

Competencies:	Objectives:
1. Recognize values associated with caring for the possessions of another.	1.1 Understand feelings associated with caring for possessions of another and with allowing another to care for your possessions.
	1.2 Be aware that each home reflects the personal standards and life style of the person or persons who live in it.
2. Be familiar with concepts and terms relating to care of the home, equipment, and possessions.	2.1 Know terms related to household cleaning and maintenance.

Suggested Strategies. Students will:	References and Resources:
1.1.1 Do worksheet "Feelings & Things". Discuss your feelings in small groups: Do you feel differently when things belong to someone else?	1.1.1 Appendix: "Feelings & Things"
1.1.2 Discuss problems which might arise if you are in a home to care for things belonging to 1) elderly 2) small children 3) physically handicapped etc.	
1.2.1 Discuss in small groups how different life styles can reflect different values in caring for possessions.	
1.2.2 Do worksheet on "Value Conflicts" and discuss with each other situations in which your values might change.	1.2.2 Appendix: "Value Conflicts"
1.2.3 Read one sentence stories about people you might work for and discuss with the class and teacher.	1.2.3 Appendix: "Suggested Lifestyle Stories"
1.2.4 Discuss the many meanings of "privacy". For ideas use dictionary, talk to "older" people and "younger" people, talk to "rich" people and "poor" people.	
2.1.1 Read about methods and problems of house cleaning and equipment.	2.1.1 Bratton, E.C., Home Management is.... Chpt. 2 "Caring for the Home", Ginn & Co., 1971, pp.23-41 or "Let's Clean House" - Proctor & Gamble Home Care teaching unit. Proctor & Gamble Company P. O. Box 14009 Cincinnati, OH 45214 or University of Wisconsin-Extension Home & Family Publications "How to Clean Walls" "How to Clean Your Floors"

Competencies:	Objectives:
2. (continued)	2.1 (continued)
	2.2 Apply the cleaning methods to actual situations.
3. Recognize characteristics of equipment and supplies for cleaning and maintaining a household safely and efficiently.	3.1 Identify equipment and resources needed to perform various duties associated with cleaning and maintaining possessions and/or a household.
	3.2 Know how to use and care for available cleaning equipment relative to safety, convenience, efficiency and low cost.

Suggested Strategies. Student will:	References and Resources:
2.1.2 List and describe the kinds of cleaning agents.	
2.1.3 Discuss what effect the surface to be cleaned has on the selection of the cleaning product and on the cleaning method.	2.1.3 Have samples of 2-3 detergents and cleansers to use in test.
2.1.4 Read the labels of some commercial cleaning agents to see if they are safe to use with all materials.	
2.2.1 Clean a specific surface. Working in groups of 2-3 they should decide what cleaning agent to use on pre-treated surfaces.	2.2.1 Teacher should have tile, carpet and wall board samples treated with cleaning problems i.e., crayon, shoe polish, grease, egg, etc.
2.2.2 Write a description of at least five different surfaces (cabinets, counter tops, flooring, etc.) in his/her family's kitchen and describe the cleaning agent to be used on each.	
3.1.1 Read about and discuss household equipment and supplies. Make a list of available supplies and equipment. Briefly state what each piece of equipment or supply is to be used for. Discuss these products that are on the market.	3.1.1 U.W.-Extension Publication A2012 "Tools and Supplies for Household Maintenance and Repair".
3.1.2 Fill out chart stating equipment and supplies needed for particular household tasks.	3.1.2 Appendix: "Equipment and Supplies"
3.1.3 Play game to identify equipment and supplies for cleaning.	3.1.3 "Clean-Up" game in "Caring for a Home". Proctor & Gamble pamphlet.
3.2.1 Listen to guest speaker or panel or visit an appliance store to hear about selection of household equipment. Collect pictures, and ads and compare items on cost, convenience, safety, efficiency, and care required.	3.2.1 Manager of appliance store, representatives of brand name models, extension worker, Home Economist from the Gas company or Electric company, newspapers pamphlets, catalogs, appliance stores or department stores.

Competencies:	Objectives:
3. (continued)	3.2 (continued)
4. Organize household cleaning and maintenance tasks to save time and energy.	4.1 Identify tasks associated with clearing and maintaining the household and/or possessions.

Suggested Strategies. Student will:	References and Resources
3.2.2 Discuss the importance of reading directions and labels on cleaning equipment and supplies. Relate directions to safety and energy conservation.	3.2.2 Labels or information from labels of cleaning equipment. Samples of older use-care manuals will show contrast in features.
3.2.3 Make a checklist for items to be aware of in operating equipment.	3.2.3 Items to be included in list a) knows purpose of equipment b) reads directions for operating c) uses proper equipment for task d) uses equipment safely
3.2.4 Work in groups or individually to prepare a bulletin board, poster, or display on selection, use, or care of equipment and energy conservation features.	
3.2.5 Read and discuss accident prevention and safety in the home related to home management and maintenance.	3.2.5 U.W.-Extension Publications: G3028 "Household Cleaners & Polishes Chemical Hazards in the Home" G3027 "Solvents: Chemical Hazards in the Home" and Dykstra, P. "Safety in the Home: Guarding Against Falls, Fires & Other Hazards" Handbook for the Home: 1973 Yearbook of Agriculture. Wash.D.C.: Government Printing Office, 1973, pp 35-41.
3.2.6 Identify safety for special client groups. Read the "Safety Checklist for the Aging & Handicapped." Think of your own home and where you work.	3.2.6 Appendix: "Safety Checklist for the Aging and Handicapped"
4.1.1 In small groups make a list of cleaning tasks for a particular room. (Kitchen, Dining Room/ Living Room, Bathroom, Bedroom-Closets, Basement, Garage, Office, Laundry Room)	4.1.1 Appendix: "Basic Cleaning Procedures"
4.1.2 Discuss similarities and differences in tasks used to clean different rooms. Summarize.	
4.1.3 Compare the housekeeping tasks of a household, a business, and an institution.	4.1.3 Teacher lead discussion

Competencies:	Objectives:
4. (continued)	4.2 Analyze steps of cleaning and maintenance tasks to save time and energy.
	4.3 Design a schedule of daily, weekly, and monthly tasks associated with cleaning and maintaining the client's possessions and/or household.
5. Perform skills related to environmental management, and use of equipment for persons with special needs.	5.1 Know what equipment is available for persons with special health needs.
	5.2 Become aware of the feelings that persons with special needs have in relation to the equipment they use.

Suggested Strategies. Student will:	References and Resources:
4.2.1 List tasks involved in managing a home. Using a large sheet of newsprint, have students compile their lists and report to class on the frequency and division of tasks	4.2.1 "Barnes Principles on Work Simplification" Student Manual "Being a Housekeeping Aide" Hospital Research & Education Trust, 1969.
4.2.2 Discuss the reasons why different families may differ in their decisions as to tasks which should be done daily, weekly or occasionally.	
4.2.3 View films or watch a demonstration showing the steps in performing cleaning and maintenance tasks.	4.2.3 Demonstration could be given by teacher, school custodian, professional housekeeper, etc.
4.2.4 In small groups, develop the most efficient method for completing a cleaning or maintenance task (cleaning a refrigerator, washing windows, cleaning a carpet, making a bed, etc.) Discuss and evaluate tasks.	4.2.4 "Caring for a Home" by Proctor and Gamble; "Being a Housekeeping Aide" by Hospital Research and Educational Trust, 1969.
4.3.1 Interview institutional personnel or homemakers to obtain information on their scheduling of cleaning and maintenance tasks or review time and work management principles that will help in scheduling from MOD VIII.	4.3.1 Administrator or Housekeeping Manager from institutions such as hotels, hospitals, nursing homes, day care centers.
4.3.2 Plan a schedule for daily, weekly or monthly cleaning and maintenance tasks for a specific room. Compare your schedule with that of person interviewed. Note any similarities or differences.	4.3.2 Sample list in "Caring for the Home" by Proctor and Gamble.
5.1.1 List equipment available for special health needs.	5.1.1 Catalogs, advertisements, medical publications on wheelchairs, walkers, crutches, etc.
5.1.2 Describe special features available on some equipment.	
5.2.1 Discuss feelings comparing being handicapped with not being handicapped.	5.2.1 Teacher lead discussion on feelings including some obstacles and barriers handicapped persons must face.

Competencies:	Objectives:
5. (continued)	5.3 Perform skill in operating equipment needed by persons with special needs. (Wheelchair, walker, crutches, vaporizer, humidifier, hospital bed, etc.)
	5.4 Develop environmental alternatives and solutions in scheduling to adapt to the needs of the client.

Suggested Strategies. Student will:	References and Resources:
5.3.1 Observe use of special needs equipment.	5.3.1 In school demonstration, nurse, physical therapist or aide. Field trip to hospital, physical therapy department, nursing home, or hospital equipment store.
5.3.2 Operate a wheelchair, walker, crutches, vaporizer, humidifier, hospital bed, etc.	5.3.2 Operator's manuals.
5.3.3 Role-play an entire period or day as a handicapped person using special equipment.	
5.4.1 Plan a household schedule for one week for a family with one handicapped member. Discuss the schedule with the class. Discuss cooperation of family members.	
5.4.2 Draw a floor plan of a room as it is now, and then make modifications to adapt it to special needs of a handicapped person.	

Appendix
MOD IX
Strategy 1.1.1

"FEELINGS AND THINGS"

Tell how you would feel if you owned the list of things in the first column. Put your feelings in the second column. In the third column tell how you would feel if these things belonged to someone else.

	FEELINGS	
THINGS	MINE	SOMEONE ELSE'S
1. Diary		
2. Pressed flower		
3. Photograph of previous boy or girl friend		
4. Pet kitten		
5. Underwear		
6. Record player		
7. Jewelry		
8. Book with a marker to show where stopped reading		
9. Expensive mahogany table		
10. Hairdryer		

VALUE CONFLICTS

From the two values listed together, circle the one which is most important to you. There are no "right" answers.

1.	Clean	Pretty
2.	People	Possessions
3.	Physical health	Mental health
4.	Neat	Comfortable
5.	Shiny floor	Happy children
6.	Housecleaning schedule	Conversation
7.	Efficient storage	Comfortable clutter
8.	Clean house	Good book
9.	Knitting or sewing	Being ready for company

In your small groups, answer these questions:

1. Did you have a hard time deciding?
2. Do you all agree?
3. When might both be important? Neither important?

SUGGESTED LIFESTYLE STORIES

I. Mrs. Jones - age 80

Her house smells of cats because she has 5 cats who are very important to her.

II. Mrs. Smith - age 65

Her clothes have spots and are not clean because she has poor eyesight.

III. Mr. Wilson, with invalid wife

His clothes pile up on a chair and on the floor because he never hangs anything or puts it in a drawer.

IV. Mr. Olson, wife in hospital for few days, 3 children

Children spill food on floor, on table, on themselves because family does not seem to value good manners.

V. Mrs. White, age 25 works, you care for children

The house is just plain dirty and you're hired to care for children.

VI. Mr. Brown, handicapped

His bedside table is a mess with his diary, private letters and a closed box on it and he screams at you if you go near it.

VII. Mr. & Mrs. Green have so many plants it's impossible to clean.

VIII. Can you think of any other stories?

EQUIPMENT AND SUPPLIES

	EQUIPMENT NEEDED	SUPPLIES NEEDED
Floors		
Swept		
Mopped		
Waxed		
Vacuumed		
Sinks		
washed		
Tables and Chairs		
Dust		
Clean and polish		
Toilet bowl		
Clean		
Sanitize		
Mirrors		
Dust		
Clean		
Windows and Windowsills		
Dust		
Wash		
Counters		
Dust		
Wash		
Light fixtures		
Dust		
Wash		
Trash cans		
Empty		
Wash		
Sanitize		

Appendix
MOD IX
Strategy 3.2.6

SAFETY CHECKLIST FOR THE AGING AND HANDICAPPED

This checklist was prepared with the hope that through understanding, awareness, forethought, and caution, the nation's 17-million persons over 65 and millions of others who have physical handicaps may be kept safe from accidents. The few minutes spent in giving "Yes" or "No" answers to the following questions can contribute materially toward preventing injuries caused by carelessness or by hazards of household or highway. Thoughtful action may mean years of difference in many millions of lifetimes as well as good housekeeping and safety for the whole family.

The questions should be answered by ALL members of the family, the able-bodied, as well as the handicapped or aging person.

BUT, REMEMBER FIRST: Safety relates directly to security. The family that develops a realistic and helpful attitude and recognizes that the aging and the handicapped may require some simple adaptations in the home as well as consideration of their special problems will foster the happiest and most rewarding relationships. The feeling of being wanted, needed, and appreciated contributes to the maintenance of physical, mental, and emotional well-being and undergirds safety for all.

At the same time, older or handicapped persons can nurture this necessary climate of mutual respect by accepting philosophically the limitations imposed by their age or handicap, by visiting their doctor regularly, and by following this directions faithfully. By developing new interests and hobbies, they will maintain independence. By finding ways to be helpful in the family group, they will maintain feelings of usefulness. By understanding and appreciating the thoughtful precautions taken in their behalf, they will help make safety a practical part of everyday living.

(Items with * are especially applicable to persons over 65 and those with physical handicaps.)

GENERAL HOUSEHOLD:	NO	YES
*1. Are strong bannisters or railings placed along each stairway, high enough to prevent a person from toppling over them?	____	____
2. Are stairs, halls, and exits free from clutter?.....	____	____
3. Are floors free of rough places, and are linoleums and rugs free of holes?	____	____
4. Are throw rugs eliminated or fastened down?	____	____
5. Is floor wax of the slip-resistant type?	____	____
6. Are rapidly closing doors eliminated?	____	____
7. Are interior doors equipped with safety release locks so they can be opened from either side in case of emergency?	____	____
8. Are electrical cords run under rugs, furniture, or doors or across the floor?	____	____
9. Are electrical cords in good condition?	____	____
10. Are electrical circuits overloaded with too many appliance attachments?	____	____
*11. Are all areas such as basement and attic stairs well lighted?	____	____

Prepared by the National Society for Crippled Children and Adults.

		NO	YES
*12.	Are nightlights placed in the bedroom-bathroom area and in halls?	____	____
*13.	Is a flashlight used for entry into dark rooms if light switch is not within easy reach?	____	____
14.	Are pennies or nails ever used to replace fuses?	____	____
15.	Are open fires always screened?	____	____
16.	Are lighted candles kept away from walls and curtains?	____	____
17.	Are matches and cigarettes completely extinguished before discarded?	____	____
18.	Is sturdy stepladder used for reaching?	____	____
19.	Is furniture arranged to allow free movement in heavy traffic areas?	____	____
*20.	Is heavy furniture equipped with casters?	____	____
*21.	Is storage space easy to reach in areas where often-used items are stored?	____	____
	KITCHEN AND LAUNDRY:		
22.	Are pan handles turned toward back of stove?	____	____
*23.	Are corners on cabinets, counters, and furniture rounded or protected?	____	____
24.	Are drawers and cupboard doors kept closed?	____	____
25.	Are cooking ranges situated away from curtained windows?	____	____
*26.	Is a light located over the stove and sink?	____	____
*27.	Are pots and pans too large and heavy?	____	____
28.	Are matches lit before gas is turned on?	____	____
29.	Are pot holders used instead of apron corners and dish towels when cooking?	____	____
*30.	Are short or close-fitting sleeves worn when cooking or are wide sleeves fastened back with pins or rubber bands?	____	____
*31.	Are aprons free from loose ties, fancy pockets, or trailing sashes?	____	____
*32.	Are grease and liquids wiped up immediately when spilled?	____	____
33.	Are knives kept in special holders instead of in drawers?	____	____
*34.	Are electrical appliances disconnected when not in use?	____	____
*35.	Are wheeled carts or baskets used to carry dishes from the table to the sink and laundry from the washer to the clothesline or dryer?	____	____
36.	Are wringers equipped with safety releases?	____	____
37.	Are cleaning fluids, polishes, bleaches, detergents, and all poisons stored separately and clearly marked?	____	____
*38.	Is heavy lifting avoided?	____	____
	BATHROOM:		
*39.	Are hand grippers installed in the bath tub and shower and at the toilet?	____	____
*40.	Are non-slip rubber mats placed in bath tub and shower?	____	____
*41.	Is bath or shower temperature checked with hand before showering or bathing?	____	____
42.	Are clothes hooks hung above or below eye-level to prevent face and eye injuries?	____	____
43.	Is automatic water heater equipped with temperature control?	____	____
44.	Is a first-aid kit available at all times?	____	____
45.	Are medicines clearly labeled when they are for external use only?	____	____

		NO	YES
46.	Are medicines taken in the dark or without reading the label first?	____	____
*47.	Is just one night's supply of pills taken from the medicine chest and placed at bedside?	____	____
48.	Are prescription medicines discarded when the illness for which they were prescribed is over?	____	____
49.	Are razor blades carefully wrapped or dropped into disposal slots when discarded?	____	____
50.	Are electrical cords ever allowed to get wet?	____	____
*51.	Is light located within easy bedside reach?	____	____
52.	Are cigarettes smoked in bed?	____	____
53.	Are room heaters turned off at bedtime?	____	____
54.	Is room always adequately ventilated while heaters are operating?	____	____
*55.	Are legs tested for numbness before rising?	____	____
*56.	Is balance regained before standing up when dizziness occurs?	____	____
*57.	Are shoes kept well tied and worn for household activities instead of bedroom slippers?	____	____
	BASEMENT:		
*58.	Are hazardous tools and firearms kept locked?	____	____
*59.	Are protective clothing or devices worn as needed at workbench?	____	____
*60.	Is lighting adequate over workbench?	____	____
61.	Are kerosene, gasoline, or other explosive fluids used to start fires?	____	____
62.	Are furnace, chimney, and flues inspected and cleaned regularly by furnace experts?	____	____
*63.	Is a wheeled cart used to carry trash outdoors?	____	____
	YARD AND OUTDOORS:		
64.	Are porch railings secure?	____	____
*65.	Are ramps installed where needed?	____	____
66.	Are steps and sidewalks clear of tools, toys, and ice and snow?	____	____
*67.	Is heavy shoveling left for stronger persons?	____	____
*68.	Are all holes such as cisterns or drains kept covered?	____	____
*69.	Are clotheslines strung above head height?	____	____
	CAR:		
*70.	Are you physically fit to drive?	____	____
*71.	Do you know the rules of the road?	____	____
*72.	Do you observe them?	____	____
73.	Are piles of clothing, books, etc. removed from rear window ledge?	____	____
74.	Are brakes, steering, and other features essential to safety kept in good repair?	____	____
75.	Are seat belts properly installed and used?	____	____

AND FINALLY:	NO	YES
76. Do you know first aid?	____	____
77. Do you know where to get medical help quickly?	____	____
78. Do you know where your nearest hospital is?	____	____
79. Do you and all members of the family know how to call the fire department and police?	____	____
80. Does your family have an escape plan in case of fire, with alternate routes to safety, and does each member of the family know what to do?	____	____

If you have answered "Yes" to all of these questions except 8, 10, 14, 27, 46, 50, 52, and 61, which should be answered "No", you are alert to the dangers that surround you. And, more important, you know the ways in which to avoid accidents to yourself and your family. If "no" answered any other questions on the checklist, be careful. Keep yourself and your loved ones safe!

BASIC CLEANING PROCEDURES

Procedures and methods of cleaning:

(Trainees should study the equipment required for cleaning the walls, floors, furniture, or fixtures in each room; methods of using and caring for each piece of equipment; cleaning different surfaces; and precautions in the use of cleaning materials. They should develop the learnings through actual cleaning of the furniture, fixtures, or surfaces in the different areas of a home.)

1. The living areas
    a. Assemble equipment and cleaning materials needed
    b. Empty all trash into incinerator or onto a dampened newspaper for disposal
    c. Dust walls with vacuum brush or clean cloth over broom
    d. Dust picture frames, tops of window and door moldings, and baseboards with vacuum attachments or dust cloth
    e. Dust drapes, upholstered furniture, lamps, and books with vacuum attachment
    f. Vacuum the rugs or carpeting
    g. Clean uncarpeted floor with dust mop or vacuum brush
    h. Remove finger marks on doors and dust soot from window sills and venetian blinds with damp cloth, using milk soap or a commercial cleaner when needed
    i. Remove spots from upholstered furniture or rugs
    j. Dust and polish wooden parts of furniture

2. The bedroom
    a. Air the bedding, mattress, and pillows
    b. Clean the mattress and box springs with the vacuum
    c. Turn mattress
    d. Make up bed with fresh linen
    e. Clean mirror
    f. Clean the closet--hang everything in place; dust shelves and floor; spray for moth prevention
    g. Clean walls, floors, and furnishings by same procedures used in cleaning living area

3. The kitchen
    a. Defrost and clean refrigerator
    b. Clean stove
    c. Clean shelves and drawers of cupboards when needed
    d. Dust or wash walls, window sills, and baseboards
    e. Clean work tables and sink
    f. Clean floor

4. The bathroom
    a. Remove rugs and all soiled bath linen
    b. Clean and disinfect the toilet
        (1) Use brush or small mop kept for that purpose and scrub inside bowl
        (2) Wash carefully outside, including the seat, and around the base
        (3) Put in disinfectant and let stand until room is finished
    c. Polish mirror and light fixtures
    d. Dust window and door moldings
    e. Clean walls and window sills with damp cloth
    f. Clean soapdish and toothbrush holder
    g. Clean lavatory and faucets with soap
    h. Put up clean towels
    i. Replace soap and toilet tissue if needed
    j. Scrub floor and rinse thoroughly
    k. Flush toilet to wash down disinfectant

Final Examination Module IX

Care of Home, Equipment, and Possessions

Items

Taxonomy Levels

Competencies	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1		19-24				
2			1-7			
3			37-44			
4	45-54		8-18			
5				25-36		

MOD IX
F & C Services
U.W.-Madison
54 pts.

Examination

Care of the Home, Equipment, and Possessions

Student Name _____

DIRECTIONS: Read the description of soil and place the letter of the type of cleaning agent which should be used.

_____ 1. Dried mud on the edge of upholstered sofa

_____ 2. Tarnished silver dish

_____ 3. Pizza spilled on white shirt

_____ 4. Kool Aid (nectar) on small girls cotton dress

_____ 5. Dirty windows

_____ 6. Grease spot on wool

_____ 7. Coffee spilled on synthetic carpet

A Abrasives (scouring powders)

B Alkaline solutions (strong household cleaners)

C Blotting

D Brushing and sweeping

E Fat solvent (liquid spot removers)

F Soap and water

G Water

DIRECTIONS: Read each situation. Mark X for those phrases or words which are correct or true and O for those which are false.

You are employed to clean someone's apartment once a week. They are not at home when you clean. Which chores should be done weekly?

_____ 8. Wash walls and woodwork

_____ 9. Shampoo carpet

_____ 10. Dust furniture

_____ 11. Empty wastebaskets

_____ 12. Mop floor

You are employed to come in every day to clean a living room, kitchen and bedroom. What things should be done each day?

_____ 13. Make bed

_____ 14. Wash windows and screens

_____ 15. Empty wastebaskets

_____ 16. Pick up books, newspapers, toys, etc.

_____ 17. Wash dishes

_____ 18. Wash walls and woodwork

Mrs. Smith is 85 years old and is very feeble. You are employed to clean her bedroom every day. She cannot get out of bed, but she sometimes spills food and gets papers, etc. in her bedding. She is very forgetful. Would the following behaviors be good (X) or bad (O)?

_____ 19. You make her sit in a chair so her messy sheets can be changed every day

_____ 20. You forbid eating in bed

_____ 21. Don't bother to empty the wastebasket since she can't see it anyway

_____ 22. Vacuum the carpet

_____ 23. Talk to her about her nightstand and decide what can be discarded, what needs to be sorted, and if she needs anything else

_____ 24. Ask her if she wants the bed linens changed, but do at least twice a week

You are employed to help a sick mother of 5 children under 10 years old. She is bedridden. The house is very messy and the refrigerator is empty. Mark X those things which should be done as soon as possible and O those things which can wait a day or two.

_____ 25. Make the mother comfortable

_____ 26. Clean the house thoroughly

_____ 27. Shop for food for the mother and children

_____ 28. Discipline the children

_____ 29. Bake cake and cookies for the children

_____ 30. Become familiar with mother's medication

You are employed one day a week to take a young woman in a wheelchair on her weekly grocery shopping trip and to assist her in cleaning her apartment. She is trying to be independent. You should:

_____ 31. Leave her in the car and pick up the groceries for her

_____ 32. Bring the cleaning materials to her and let her do some of the chores

_____ 33. Put everything up high so it doesn't get in the way of the wheelchair

_____ 34. Follow her directions for cleaning

_____ 35. Keep her in a room where you aren't cleaning so you can work efficiently

_____ 36. Arrange furniture so wheelchair fits around it

DIRECTIONS: Put the letter of the piece of equipment which would be best for weekly cleaning of:

_____ 37.	polished wood floor	A Broom
_____ 38.	knick-knack shelf	B Dust cloth
_____ 39.	shag carpeting	C Dust mop
_____ 40.	waxed kitchen floor	D Feather duster
_____ 41.	bath tub	E Paper toweling
_____ 42.	book shelf	F Sponge
_____ 43.	upholstery	G Sponge mop
_____ 44.	sidewalk	H Vacuum cleaner
		I Whisk broom

DIRECTIONS: Circle (D) for daily, (W) for weekly, or (O) for occasionally to indicate when each cleaning task below should be done.

Bathroom

D W O 45. wash sinks and tubs

D W O 46. mop bathroom

D W O 47. clean radiator

D W O 48. clean out medicine chest

D W O 49. scrub and scour sink

D W O 50. take down light fixture; wash it

D W O 51. empty wastebasket

D W O 52. check for and change dirty towels

D W O 53. clean mirror

D W O 54. wash tile